Why did Lugar lose? See page 3

Wellesley News

Who's the handsomest man at Harvard? See page 6

VOLUME LXXI NUMBER 15 WELLESLEY, MASSACHUSETTS FRIDAY, MARCH 7, 1975

Japan of today explored

by Trudi Berlin '77

Over 100 people attended the symposium "Japan — End of the Miracle?" held last Friday and Satutday in Jewett Auditorium. Sponsored under a grant from the government of Japan, the symposium was organized by Margaret Lafferty, Coordinator of Special Events, and Martin Bronfenbrenner, Kenan Professor of Economics at Duke University, who was a Stone-Davis guest-in-residence while teaching Economics here last semestet.

Gerald Curtis, head of the East Asian Institute at Columbia University spoke on Japanese-American Relations in the opening discussion Friday night. Saturday's program included a panel on "The Economics of Japan" led by Professor Bronfenbtenner and Eleanor Hadley from the General Accounting Office in Washington, D.C. "Japanese Women and Political Action" was addressed by Dorothy Robins Mowry, a Foreign Service Information Officer in the United States Information Agency, and "The Social Development of Japan" by Herbert Passin, Professor of Sociology in the School of International Affairs at Columbia University. All of Saturday's speakers concluded the symposium in a joint panel on "Japan — Tomorrow".

The speakers were alternately introduced by Carolyn Elliot from Wellesley's new Women's Center and Dr. Paul A. Cohen, an Edith Stix Wasserman Professor of Asian Studies in the History Department.

Gerald Curtis noted that Japanese-American relations, like Japan's foreign policy, have changed and become strained in the last few years as Japan has increased her stature in the world community. For the first quarter century after World War II, the United States was almost the only factor in Japan's foreign policy considerations. Now, with her investments in Brazil and her oil related dealings with the Middle Eastern countries, Japan's scope has widened. The "Nixon shocks" which included the export embargo of soybeans to Japan, the revaluation of the Yen, and the nightmare of the unannounced acceptance of mainland China led to Japan's loss of confidence in the United States.

Japan is about the size of California, with one half the population of the United States. Her Gross National Product (GNP) is third highest in the world, outranked only by the Soviet Union and the U.S. After the war, Japan elected GNP growth over more personal standard of living improvements. Now the Japanese are slowing down their galloping GNP growth and concentrating more on housing, public utilities and the like.

Japan's women, like Japan herself, are coming into their own on the political scene. Ms. Mowry outlined three main stages characterizing the Japanese women since 1945: the apprenticeship stage, when the vote and right to political participation were granted : the Retreat period of the 1950's and 60's when there was a wide reassessment of values and goals for life; and the Reassertion of Women in the late 1960's and 70's, when the women hombarded civil movements and the election scene with their new democratic awareness, desire for self-fulfillment and consumer concern. Now, the consumer movements (shimmin undo) are going strong, and opinions are collected from many sides in most political arenas.

Mr. Passin, in his lecture, outlined five explanations for Japan's new image: 1) the change in the relative weight of Japan in the world as seen in its increased economic involvement and growth within the world community 2) the growth of education. In 1946 there were 80,000 university students; today there are 1.7 million. The petcentage of college age people in college is 30%, second only to the United States at 50%, and far ahead of Europe. This education has contributed to disaffection with many traditional institutions, resulting in less identification with industry and a rise of the non-political party. Mr. Passin also cited the 3) spread of new values of democratization as evidence in the careful attention paid to consumer movements and different points of view in the decision-making process. 4) consequences of affluence: fewer villages and agricultural workers, fewer people for menial jobs, pollution ... 5) an increasing awareness to outside world. The new generation is finding that they share closer honds with their foreign peers than with older Japanese generations. Styles, fads and popular movements engulf Japan just like the Western world.

Japan, like the rest of the world, is having problems with inflation, pollution and business failures. Her future has to he one of interdependence, so she must maintain harmonious relations with the world community to sustain her supply line for natural resources. Experimentation with solar and nuclear energy are under way. It is probable Japan will emerge in a new role in world technology — no longer the imitator, but the exporter of technology and new ideas.

Alla O'Brien joins Wellesley on April 1 as Vice President for College Relations.

O'Brien joins staff

Alla O'Brien of New York will join the staff of Wellesley on April 1 as Vice President for College Relations. In this position, Ms. O'Brien will be responsible for college relations with the media, town and state government, business and alumnae organizations. She will coordinate the College's external and internal communications and develop programs for the use of campus facilities during the summer.

Ms. O'Brien comes to Wellesley after 31 years in the advertising and public relations field, has worked for Avon Products, Inc. since 1959, most recently as Vice President of Advertising and Public Relations.

Ms. O'Brien is an accredited member of the Public Relations Society of America, and she belongs to the New York Advertising Review Board, Women Executives in Public Relations, the Fashion Group, Inc., and the New York Wellesley Club.

Panels discuss rape

by Erica Scattergood '75

Rape was the subject of two meetings held last week at 7 p.m. in the living rooms of McAfee and Shafer. The meetings featured an eight-woman panel of representatives from the Boston Area and Cambridge Rape Crisis Centers, a visiting counseling program run by Boston College, and two psychologists from Beth Israel Hospital in Boston.

In a presentation lasting an hour and a half, the panel discussed all aspects of rape: its legal definition, its nature, its victims and its results, judicial and personal. The whole panel agreed that the crime of rape is not a sexual one committed in the heat of passion, nor a selective one that only happens to "other women" who ask for it. The audience gasped at the statistic that the youngest reported rape victim was eight months old.

Following the discussion, there was a question and answer period. The suggestions for the prevention of rape were that one should avoid traveling alone, check any car before getting in, and remain alert in any situation. The advice given for anyone attacked was to stay calm and look for a chance to get away, but to be careful about ptovoking the rapist into hurting you. The panel also agreed that, if you are raped, you should go to a hospital and the police in order to take care of any injuries, or possible VD or pregnancy.

Controversy raged on campus last week about the budget cuts which resulted in the closing of Counseling Office and the dismissal of counselors Dr. Carol Baird and Donald Polk. To facilitate further communication on the issue, WBS Radio will be featuring an interview with Polk, part-time counselor and part-time Coordinator of the Commission on Community Life. The interview will be broadcast on Sunday, March 9 at 8:45 p.m. on WBS.

The interview with Polk represents the premiere of a new WBS program. The purpose of the show is to provide a forum for any member of the college community to debate, discuss or explain current issues. Other shows planned include interviews with CG candidates for 1975-76 and an interview with the Committee on Faculty Appointments. Basically, the show will have an interview format, although there will be some flexibility. As yet untitled, the show is initially scheduled for Sunday and Thursday nights at 8:45. For more information, contact Flo Davis in Beebe or Linda Famiglio in Pomeroy.

Awards for alumnae

The 1975 Wellesley College Alumnae Achievement Awards will be presented to four women who have been selected on the basis of exceptional service in the public interest. The sixth annual awards will be presented at ceremonies here on Friday, March 14 at the beginning of Founder's Day Weekend — the official opening of the Wellesley Centennial Celebration. Ruth M. Adams, President of Wellesley from 1966-1972 and currently Vice-President of Dartmouth College, will present the awards. Ms. Adams initiated the Alumnae Achievement Awards during her administration at Wellesley. The program was planned by the Wellesley Alumnae Association to foster closer ties between alumnae and students, and to give undergraduates an opportunity to meet with women who have achieved outstanding success in their field.

The 1975 awards recipients are: Carol Rhodes Sibley '23 of Berkeley, California, a school board member for ten years who helped lead Berkeley to successful integration of its public school system in 1968; Carroll McCarty Gundersen '24 of LaCrosse, Wisconsin, leader of the League of Women Voters and conservationist: Jean Trepp McKelvey '29 of Rochester, New York, labor relations arbitrator with federal government service under three presidents; Barbara Scott Preiskel '45 of New York, expert on obscenity and freedom of expression and active in the field of child welfare. The awards winners will hold informal seminars for students and faculty during their stay at Wellesley.

Professor Dalzell of Williams speaks on Franklin and Larcom

by Janet Gray '77

Professor Robert Dalzell, director of American Civilization at Williams College, addressed Wellesley faculty and students on the topic "American character and experience through Autobiography: the lives of Ben Franklin and Lucy Larcom," on February 27.

Dalzell introduced the topic by discussing the significance of the American autobiography as an expression of the American experience. He teaches a required course for American Civ majors entitled "American Lives." Dalzell stated, "The purpose of the course is not to summarize, but rather to acquaint the student fairly intimately with the lives of 15 or 16 Americans and to discuss, what the American experience meant to each of them."

Dalzell then turned to the subject of Benjamin Franklin. He noted that the Franklin autobiography is divided into two parts. Dalzell stated that the first part of the book deals with what happens to Franklin throughout his life, and the second part tells how he decided to conduct his life.

Dalzell pointed out that Franklin was using his biography as an example to both Europe and America. "He is blatantly telling us what to do," contended Dalzell.

With regard to Franklin's success, Dalzell continued, "Franklin does not mean to have us think that he is rare. He leaves us to think that anybody can do this." According to Dalzell, Franklin believed that the American society promised a chance to attain freedom, virtue and power for every person.

Dalzell next discussed Lucy Larcom's autobiography entitled *A New England Girlhood.*

He presented Larcom's life (she was a 19th century American poet) and its relationship to the American experience. "The struggle to attain freedom, virtue, and power played an important role in her life," said Dalzell.

Dalzell spoke under the auspices of the American Studies Club. Future speakers include William C. Martin, Associnte Professor of Sociology at Rice University who will speak on "popular culture in America;" and Donald Worster, past professor at Brandeis University, whose subject will be American environmental studies.

Past American Studies Club Forum speakers have included Hortense Spillers of the Wellesley Black Studies and English Departments who discussed "The perception of experience among post Civil War blacks;" and Gordon Levin, chairman of the American Studies Department at Amherst College whose topic of discussion was American political identity.

Professor Robert Dalzell of Williams College spoke last week on American autobiography.

Carnival on campus

by Cece Kline '77

A task force met on January 27 to discuss plans for a Centennial Carnival. The Carnival, which will be held April 21, is intended to celebrate the Centennial and will also attempt to combat stratification of various groups on campus. Many different crafts such as pottery, batik, macrame, and weaving will be on display and for sale in the Academic Quad. Booths offering everything from conventional hamburgers and hotdogs to Indian dishes will provide a change from dorm food. Madrigal groups, a dance group and a drama company will entertain throughout the afternoon. Other entertainment possibilities include wandering minstrels, games and a "silent auction" of services. Outdoor restaurants will serve wine, cheese, French pastries, and coffees. Planned to be on a working day, most members of the College community should be able to attend.

Whitman to speak at Econ. Dept. dinner

Marina von Neumann Whitman, the first woman named to the President's Council of Economic Advisors, will speak at the Economics Department dinner on Monday, March 10. Her lecture on "The United States and the World Economy" is scheduled for 7:30 in the McAfee living room.

The annual Economics Department dinner, which is open to all economics students, will be held in Freeman at 6:30. About 20-25 economics alumnae are expected to return to join current students at the dinner.

Currently Distinguished Public Service Professor of Economics at the University of Pittsburgh, Marina v.N. Whitman holds degrees from Radcliffe and Columbia. In addition to the Council of Economic Advisors, Whitman has served on the Price Commission and is on the Board of Overseers of Harvard College.

Her publications include *Economic Goals and Policy Instruments: Policies for Internal and External Balance,* and *Government Risk-Sharing in Foreign Investment.*

Marina von Neumann Whitman will visit Wellesley on Monday.

Speakers at past Economics Department dinners have included Robert Solow, of MIT; Otto Eckstein, of Harvard and Data Resources; and Soma Golden, of the *New York Times.*

Wellesley News In Our Opinion

Cutback decisions show Poor Policy making process

The recent cutbacks by the College in the Counseling Office and the Black Studies Department necessitated, according to College President Barbara Newell, by major budget limitations, have created a major uproar by students, faculty and administration.

This action by the College administration is disturbing to many, not only because of the substance of the action (that is, the elimination of the Counseling Office and the creation of tenure tension in the Black Studies department) but also because of the policy making process involved.

The situation is all too familiar to anyone who recalls some of the major policy decisions and subsequent student outcry of last academic year: the energy crisis closing of the college in January; the revision of the rooming policy; and the shutdown of the dining halls. All of these actions have one characteristic in common with the most recent cutback move: the process by which the decision was reached was unclear and apparently detached from those it would affect most. The students at this college can not be expected to passively accept any and all decisions handed down by the Administration without questioning the planning and rationale behind the move.

In the case of the Counselor/Black Studies decisions some major questions have been left unanswered. The students have the right and the need to know:

1. Who is on the committees that decide these issues?
2. What input was received? Were there complete evaluations of the Counseling Office and .Black Studies department done? Were opinions solicited from students, faculty and administrators?
3. What alternatives, if any, were considered?
4. Why was nothing known of the consideration of these moves (*while* they were being considered) by the College Community?

The College has the means and the obligation to keep the students informed of the process of its policy making.

When the administration recognizes this responsibility and makes its decisions in a process warranting respect, only then will the content of its decisions be regarded for their own value.

New Residence Office policy Warrants commendation

The Resident Policy Committee decision to have the finalized rooming contract drawn up and distributed to the students before the one hundred dollar deposit necessary to reserve a room for next year is due, should be commended. Last year, the residence contract was mailed to the students' home to be signed by her parents during the summer, six months after the non-refundable rooming deposit had been paid.

This action by the committee alleviates the somewhat backward business situation of having a student agreeing, in effect, by paying her money, to a residence agreement whose terms were undisclosed by the college until well after she had paid her money. When the terms of the contract were finally made known, the student had but two alternatives:

1. Accept the contract, sign it, and live in the dorm, or
2. Not accept the contract, live off-campus and lose her $100 deposit.

The student is now given the chance to review the contract before committing her money.

Hopefully, this decision, along with the revised resident contract, shows a move on the part of the Residence Office toward an effort to present all the information regarding rooming to the students at a reasonable time.

NEWS would further suggest the possibility of formulating the rooming policy (lottery system, dorm-class distribution) at the same time that the contract and deposit are due; thereby providing all pertinent information to the student, before a decision is made on her part.

Letters to the Editor

NOTE: The Wellesley News welcomes feedback from its readers and will print all letters submitted to the editor. Letters should be typed (on 33 character line) and signed legibly.

Stop U.S. involvement in Viet Nam

To the Editor:

Despite how little we hear of it, Vietnam and the catalogue of accompanying horrors, are still very much with us. The headlines may be smaller, and the news reports on page 4 instead of page 1, but the war that has been "legally" over for 2 years continues, just as American involvement — economic, military, and otherwise continues. For many of us, "Vietnam" has become one endless cliche. We tire of the empty rhetorie, of nameless faces and faceless names, of wire photos of shelled landscapes and maimed victims (yes, even that.) But to think that Vietnam is behind us, that the U.S. has done all that it can possibly do to end the fighting and to end American aid and monetary assistance is truly a gross misconception. The policy of Secretary of State Kissinger, and that of the Administration (read Ford and/or Nixon) has been to deliberately prevent any real reconciliation between the various factions in Vietnam by refusing to abide by the rules of the Paris Peace Agreements, and even by going so far as to deceive the American public about the actual text of the Peace Agreements. This is not more "empty rhetoric". It is the truth, for anyone who cares to read the Pentagon Papers or the assortment of other documents that outline the extent of U.S. involvement in Indochina.

President Ford is asking Congress to appropriate an additional $300 million in aid to South Vietnam and $220 million to prop up the corrupt Thieu and Lon Nol regimes respectively. What we are witnessing is a blind, one-way commitment on the part of the Administration to maintain the present state of affairs in Indochina. It is time that the U.S. got out — completely out — and left the Vietnamese and Cambodians to settle their own conflicts, which — more than likely — they would have settled long ago, had not the U.S. seen fit to interfere in the affairs of another country.

Please write Senator Brooke and tell him no more American money must be spent on war. His vote is important because he is a member of the appropriations committee which decides how money will be spent. You can also call him at his office at 223-7240.

Also of great importance, seven Vietnamese students in the U.S. face the immediate prospect of being deported back to South Vietnam because of their refusal to remain silent about conditions in their country and because of the opposition to the Thieu regime. One, Nguyen Huu An, is a student at MIT and his case is being heard very soon. These students face the almost certain prospect of being thrown into Thieu's prisons and subject to the inhumane treatment that has come to characterize his prison system. PLEASE call or write Senator Brooke to protest this senseless treatment of human lives and the blind waste of American dollars.

by Stella Dong '76

Chemistry 103 Q Course Scored by student

To the Editor:

Last semester, many of us enrolled in Chemistry 103, section Q. In taking this course, some of us were considering a future in chemistry, otheres were thinking of medical schools, and a few thought of the course as a way to fulfill a lab requirement. Despite different reasons for taking the course, most of us had formed the same impression at the end of the semester: we thought very little of it.

One wonders how much the chemistry professors could have thought about it. The numerous faults were glaring. Although Eastman, the author of the text, covered a wealth of material in the book, he lacked the one ability one would expect a chemist to have: the ability to explain. As an example I cite Eastman's torturous explanation of a gram-equivalent weight, which sent too many students to other hooks in search of a workable definition of what should have been an elementary concept.

One can understand how the cap-and-gowned chemist, isolated from the ignorant mass, might have paged through this book and formed a favorable impression of it: the basic material is second nature to him and needs no explanation. However, this oversight is unpardonable in a professor, whose *first* responsibility is to his students and their education: his main concern should not be how much information is conveyed, but how clearly it is conveyed. If a professor should find himself saddled with a poor text, he should try to rectify the faults of the book in his lectures: he does not do as the three lecturers of this course did and simply magnify the faults by giving piece-meal, unorganized, poorly thought out and poorly delivered lectures.

The failure of this course is obvious. On two of the three hourlies administered, fifty percent constituted an above C grade. Considering the content of the hourlies, grades of this nature do not even suggest a passing acquaintance with the material, let alone an above average ability to apply it.

It is pathetic and regretable that courses of such miserable quality exist on the Wellesley campus; quite frankly, one expects much better from this school, in view of its reputation and cost. There are many ways to improve Chemistry 103, such as changing the book and reducing the size of the class. However, the real problem lies with the professors, and it is to be hoped that better judgement on their parts in teaching, and better judgement on the college's part in assigning courses to professors, will be shown in the future.

by Catherine Seibert '75

Chem. dept. Replies

To the Editor:

Ms. Seibert's letter regarding Chemistry 103 last semester has been brought to the attention of the Chemistry 103 staff. We would like to provide *News* readers with some additional information. Chemistry 103 was offered for the first time last semester. In any new course, especially one with a large enrollment, problems develop which become obvious to both staff and students. This semester, for example, we have chosen not to use Eastman's text in Chemistry 104, the continuation of Chemistry 103, or in our second offering of Chemistry 103. In addition, the wide diversity of student backgrounds in chemistry has led us to propose a new course for next fall, Chemistry 100, to aid the less well-prepared student.

All of our courses are continually evolving. For example, favorable student response in the past has led us to integrate increasingly the use of computers in our introductory courses. Undoubtedly our experience with Introductory Chemistry this semester will result in additional improvements in the future. Such improvements are not brought about by inaccurate and subjective assertions.

Chemistry 103 Staff, Fall 1974
Andrew L. Colb
Adrienne S. Dey
Francis P. Gasparro
Stephen B. Kahl
Peter Lieberman

Coverage by News inaccurate

To the Editor:

We, the members of the Ethos Ad Hoc Committee feel that last week's articles concerning tenure and budget cuts in counseling were inaccurate in their coverage of the facts. After having done in-depth research into the subject and having spoken with such administration officials as Dean Ilchman and President Newell, we find the *News'* presentation of the facts to be greatly distorted.

We feel, that in all fairness to the entire community, the *News* must continue its investigation and relay a more accurate and complete picture of the controversy in next week's issue.

Ethos Ad Hoc Committee

Polk decision Questioned

To the Editor:

The concern over Don Polk's termination as Human Relations Counselor is not restricted to students or to the minority community. I personally have referred a dozen office workers to Don for assistance with personal problems which had not been or could not be solved through other channels. Don was able to alleviate several of these problems, and in all cases his mediation led to greater understanding, lessened bitterness, and enhanced sensitivity.

Don is a remarkably fair, patient and persistent person. He retains his good humor and directness no matter how frustrating the circumstances. His twin jobs as Human Relations Counselor and as Executive Officer of the Commission on Community Life at times require him to state uncomfortable facts or to maintain unpopular positions. Don has always done this courteously, firmly, and face to face, although he lacks the protection of tenure or of a union. Is he perhaps being asked to pay the price of the messenger bearing the unwelcome news?

Don's termination has been rationalized not on competence or on worth to the community but on a comparison of our expenses for "counselling services" with those of sister colleges. Since, however, there seems to be disagreement as to what constitutes "counselling services" (one definition includes the deans, the financial aid office, and career services, as well as the psychiatrists, house mothers, and the counselling office), it's hard not to wonder what we are actually comparing. But if we grant that Wellesley probably spends more for some services than comparable colleges do, ought we also to inquire what she spends less on?

For example, the Wednesday Luncheon Discussion Group has twice been told that the College spends less on pensions, educational and medical benefits for the office workers, its lowest-paid employees, than do comparable colleges. But if Don is forced out, one more voice for justice for the office workers will have been silenced.

We all need Don Polk. He has earned the respect and affection of both the black and white communities. I earnestly hope that the decision affecting his employment will be reconsidered, and that his position will be strengthened, expanded, and contractually protected.

by Judith A. Nicolson

Administration Decision policy Protested

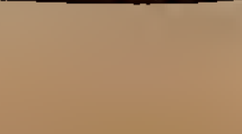
To the Editor:

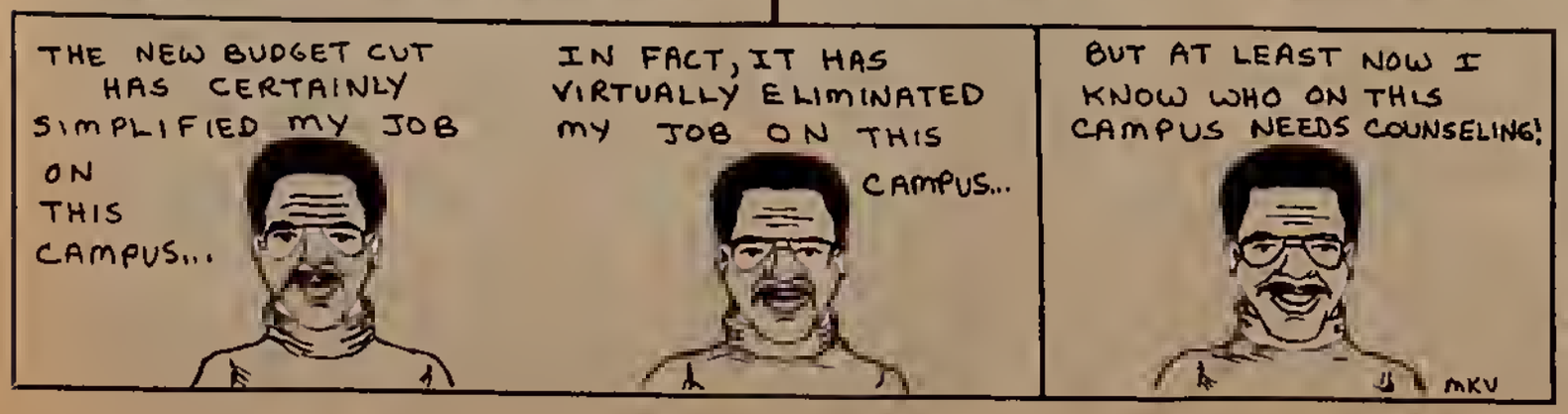
For those students and faculty who have not felt it necessary to become involved in the protest against the decision to eliminate the counseling services provided by Donald Polk and Carol Baird, as well as the tenure decision in the Black Studies Department because it is felt that these issues pertain only to minority students and to those who have sought counseling services, there are larger issues at hand. The major protest is against the "closed door" policy employed by the administration.

Why in these two cases were not the parties themselves as well as those affected, included in the decision-making process? In the case of the closing of Claflin and Shafer dining rooms, the College did attempt to determine the impact of this decision on the students. There were discussion groups, evaluations, and questionnaires which polled students' opinions. Why was there no such effort made on the part of the administration concerning the tenure and counseling decisions? Where do the priorities of the College administration lie? Now that we are in an economic crisis and the budget must be cut, the College no longer values student and faculty input. As members of this college community we refuse to be so excluded from decisions on matters so crucial to our well-being and existence on this campus. Shouldn't you?

If so, come to Harambee House on Monday March 10, 10 a.m. to discuss these issues.

Andore Graham '77
Fayre Crossley '76
Pamela Spratlen '76
Pier Rogers '75





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Second class postage paid at Boston, Mass. Published weekly during the academic year except during College vacations and exam periods. Circulation 3,000. Offices at: Billings Hall, Wellesley College, Wellesley, Mass. 01281. Telephone: (617) 235-0320 ext. 270 Subscription rate, US mail: $4.00 per semester. Owned and published by Wellesley College.

Publishing Agent-Daley Inc.

Candidates in hot pursuit of the youth vote

by Kristin SerVaas '75

For years, young people were used solely as political ornaments during campaigns. Outfitted in buttons, hats und sashes, they were herded from one rally to the next and told to display their enthusiasm for the cameras.

But the mood today has changed dramatically. Candidates in hot pursuit of the youth vote are traveling the college circuit and eagerly, almost obsessively, seeking out issues that appeal to the young. The major Democratic contenders for the presidential nomination have all hired youth coordinators, and even Scoop Jackson is planning a youth campaign.

Two things happened to bring about this shift in attitudes. First McCarthy captivated the college campuses in 1968, and soon, there wasn't a politician who didn't dream fondly about inspiring his own "Children's Crusade."

Then the 26th Amendment went into effect in 1971 and the prospect of 25 million newly enfranchised voters was so tantalizing to political strategists that there was a great rush to capture the "youth vote."

As the 1972 election approached the speculation and controversy over the group's potential impact grew. Political analysts like Richard Scammon and Ben Wattenberg predicted that young people were too diverse a group to vote as a block, and that they could not therefore, influence the election. On the other hand, McGovern's key strategists counted heavily on the youth vote to win the election.

"Nixon made two fantastic tactical blunders," McGovern's Fred Dutton boasted early in the campaign. "He approved the 18-year old vote and the new registration provisions."

Dutton assumed that he could get 75-80% of the 18-25 year-old group to register and vote. He also assumed that three-fourths of these voters would favor McGovern. This, he calculated, would give McGovern a margin of 8 million youth votes over Nixon, and would be just enough to edge out a victory.

The Republicans were much more skeptical about the impact of the youth vote, but at Nixon's insistence they set out to "beat McGovern at his own game." Irritated by suggestions that he wasn't as attractive to the young voters as McGovern, Nixon poured $1,000,000 into a slick, well-organized "Young Voters For The President" campaign. (The Republicans, unlike the Democrats, prefer to separate their young volunteers from the senior organization by setting up independent "Youth For Joe Republican" clubs.)

With a paid staff of thirty in Washington and seventy out in the field, "Young Voters For The President" claimed over 125,000 active volunteers and 90 organizations on college campuses. The "Young Voters" worked hard to recruit volunteers and when there weren't enough, they at least created the *appearance* of having enough. For example, when the "Young Voters" couldn't find enough Florida Young Republicans for Nixon's Miami convention appearances, they flew in 1,500 volunteers from all over the country and transported them to the Miami convention — so that when Nixon arrived at the airport, he could look at the mob of screaming, cheering, footstomping young people and say, "Based on what I see and feel here tonight, I believe we are going to win the youth vote."

As it turned out, neither side really won. Instead of voting for McGovern by a three-to-one ratio as McGovern had hoped, the 18-25 year olds split their vote evenly between the two candidates — with Nixon winning by a slight margin, 52% to 48%.

At the same time, the "Young Voters For The President" organization — in spite of its huge budget — was unable to attract as many young volunteers as the McGovern forces.

Gilbert Youth Research Center of Manhattan, New York, reported that of all the young people between 18 and 25 who worked actively on a campaign, 48% of them worked for McGovern (the rest worked for congressional candidates, mostly democrats) while only 17.3% worked for Nixon. Another study, done by *U.S. News and World Report* also noticed that the young people who supported McGovern were especially vehement in their denunciation of Nixon and were twice as outspoken about their comments. Thus, even though the youth vote went slightly for Nixon, McGovern was still identified as the candidate of the youth.

The young McGovern forces suffered the worst setback. Not only did their massive drive to register 75-80% of this group fail, it probably backfired. Making their assumptions on the fact that there was heavy support for McGovern among the youth registered early in the campaign, the McGovern forces concentrated on *non-partisan* registration of students and young people in the working force. But when the McGovern registrars got to the campuses, they found that 80% of the students had already registered, compared with 40% of the non-college youth. In other words, the group that gave McGovern the greatest support — college students, registered early for the primaries — leaving a "target group" that, as Gallup pointed out in August of 1972, was 46% to 43% in favor of Nixon.

Scammon's statement that "being young is nothing more than chronological fact" proved correct. Not only did the youth register in fewer numbers than any other age group, they failed to vote as a monolithic bloc.

Yet in 1975, candidates are still pursuing the youth vote. Democrats with no apparent appeal to the young people are expecting the same kind youth support that McGovern enjoyed in 1972. For example, when Jimmy Carter was asked how he planned to win the Democratic nomination, he replied "The *young people* are going to win me the presidency in 1976."

Republican candidates are

(continued on page 7)

Kristin SerVaas took last semester off to be State Director of Richard Lugar's youth campaign for the U.S. Senate against Birch Bayh.

"After McCarthy captured the college campuses in 1968, there wasn't a politician who didn't dream fondly about inspiring his own 'Children's Crusade'."

"The candidate and his staff are attracted to the enthusiasm that young people are so adept at displaying."

FORUM

Classroom species

by Teri Agins '75

Classroom B.S. — we've all witnessed it and most of us have practiced it. Although teachers are tuned-in on the technique, students nevertheless resort to the same tricks. Do you know (or are you) any of the following.

Ms. Insight: Most commonly found in foreign-language classes. She has either lived in the country for ten years (still taking language 102) or she visits there frequently. Always anxious to interject personal vignettes which are usually irrelevant to the discussion. This is her way of teaching the class. In history or political science classes, she's the one whose parents are lawyers. Often undermines the teacher.

Echo: Repeats what the teacher or what the previous student said. She usually hasn't done the reading or just likes to hear herself talk. Agreeing with the teacher's point of view, she hopes to score big. "Echo" should stay in a canyon or on the label of scarves!

Wellesley Webster: Big words are impressive, aren't they? But some are better on paper. W. Webster doesn't care, just as long as she can use them. Foreign words are her favorite.

Leave it to Beaver: She has a repetoire of material. Sometimes labeled as the ideal student. Always sits in the front. Beaver bakes every brownie point and picks every apple to be polished Above and beyond the assigned work, she does suggested readings in addition. She turns in papers early and reminds teacher of upcoming assignments. Also asks involved questions right before class ends. Laughs at every joke the teacher says. Eddy Haskell should come to the rescue ...

Procrastina: Always late — to class, with assigned work, with everything. She doesn't hesitate to ask for an extension. BUT, she usually makes better grades than the rest. Why? She has mastered the art of working under pressure. The dedicated student loses out to her. It isn't fair, is it? But neither was Watergate.

Tab Hunter: Arrives to class with coffee, yogurt, or most commonly Tab. She distracts the class with her swallows and slurping. English majors often fall in this category. Often she stops at the El Table and arrives to class with goodies making the 70-minute session a lunch hour. Huff and Puff can sympathize with her. H. and P. talks nonsense, usually arguing with the teacher, while she blows long trails of smoke from her Marlboros.

And finally we must not forget Deep Throat. She insists on being profound. Philosophy and psychology classes know her well. She picks up on every Freudian and Shakespearian implication. Each passage is particularly enlightening to her. She's unpopular in the classroom since she wastes so much time. Deep Throat did much better at the box office.

It's too late for us!

from Intercollegiate Press

Colleges throughout the country are putting less stress on the Scholastic Aptitude tests and more on the student's high school record. A trend toward SAT de-emphasization began when highly respected Bowdoin College made the test optional in 1970. The college's action came when a faculty study disclosed that of four Rhodes Scholars Bowdoin had graduated in as many years, only one had reached the level of its median SAT scores — at that time reportedly "in the 600's."

Bowdoin's admission director was quoted as saying that the change had benefited many students, some who were "fine achievers but poor test-takers" and others who were "able scholars" like the student who "had three test scores of 800 that he didn't bother to send" because test scores didn't mean anything to him.

Hollins College in New York has computed the correlation between the freshman year grade point average and the verbal SAT score of a sampling of the Class of '76. Noting that a "perfect" correlation would be "1.0," he explained that results showed "some" correlation — a low ".387."

This evidence supports the Hollins' Admissions Office's continuing belief that the high school record is the best predictor of college ability.

See "Orlando's" article below for more on the serious subject of ability testing.

GRE is to LSD or "GRE visited"

from Orlando

Through our clandestine network of investigative reporters and sleuths, the Wellesley News is proud to have secured a copy of the March 21st GREs, here reprinted in full for your reading pleasure.

Irrationale and History For GRE

The apptitude test measures the general herbal and masochistical abilities of college seniors or graduates who plan to undertake graduate studies, not necessarily in these fields. The irrationale for the GRE Apptitude Test is based on the relationship between a thirteenth century Tibentian monk and black holes. The examination will measure equally your general mean distance between the test date and your last suicidal attempt.

This test is designed to infuriate and confuse candidates from a variety of backgrounds.

Thus, test specialists at the ETS concern themselves not only with the quality of each question but *the appropriateness of the test as a whole*. For example, in the herbal section questions are drawn from Star Trek tri-corder readings, Yull Gibbons grapenut commercials, and ingredient lists from Tender Bits, and "on a more impractical level, from the activites of daily life." Throughout the test, questions of various types and eclectic difficulty are kept in unbalance. No effort is made to avoid biases, such as those in favor of particular backgrounds and especially sex. Please be sure you include a full-length, life-size 3D, photo in the buff, otherwise it will be impossible to ascertain the proper measurements for computation in your gross score.

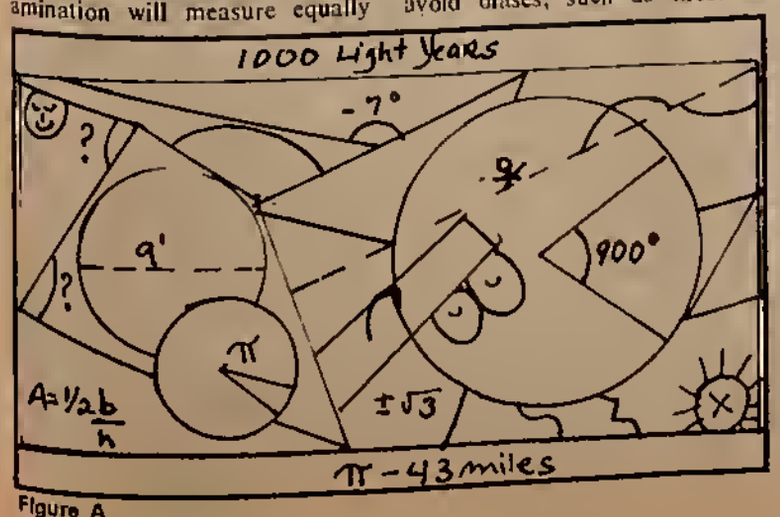


Figure A

Answers

Each form contains a number of experimental questions. All candidates will, therefore, receive the same test book. Answers to the trial questions are the only ones counted in the scoring.

MASOCHISTICAL ABILITY

The following questions are hard. Don't give up the ship. You may scratch as much as you like on the two scrap pieces of paper provided. Be sure to erase all marks on the test.

All numbers used are surreal numbers.

14. If p, q, and r are conservatively whole milk numbers, which of the following is true? (A) p+q+r is even-steven (B) p+q+r is very odd (C) pqr is utter (D) pqr is cream (E) if all the above, pqr=cheers.

10. See Figure A
Can you find 17 barnyard animals in the above diagram?

37. You can??? We sure can't!

45. Refer to Figure B. What is wrong with the graph?

50. If it takes 30 people 14 min. to climb Green Tower, smoke a joint at the summit, and spit 4 times once in each direction, how long would it take a lark's wing to wear away Mt. Everest if Mt Everest is 50 x 10²⁰ km. thick? (A) a millennium (B) 5 parsecs (C) Warp speed 10 (D) 40 days and 40 nights (E) What is Mu?

HERBAL ABILITY

Directions

The following questions, none of which are accompanied by intelligible directions, represent the full range of idiocy, irrelevancy, ambiguity, and illiteracy. Please do not be alarmed if you cannot answer these questions. Who cares if, after four years of expensive college education, you end up waiting tables at Ho Jo's? Only the questions you do not answer will be recorded, divided by pie, and added to the difference of the year of your birth and your GRE testing date. In special cases, your social security number will also be considered. On your mark, get set, go.

Allergies

Questions of this type test the ability to understand relationships between myopia und blindness.

Directions:

In each of the following questions, i.e. in each question and every question but not on Tuesdays of Mother's Day, an incestuous pair of words or phrases is sometimes followed by several jokes, toasts or pithy sayings.

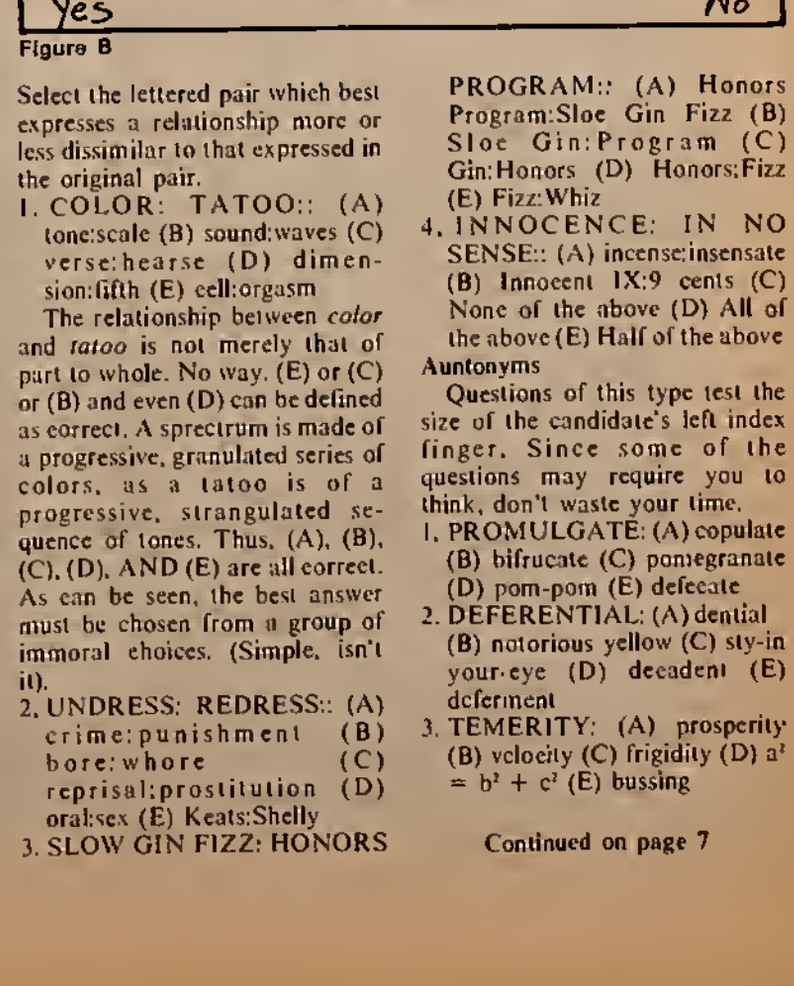


Figure B

Select the lettered pair which best expresses a relationship more or less dissimilar to that expressed in the original pair.

1. COLOR: TATOO:: (A) tone:scale (B) sound:waves (C) verse:hearse (D) dimension:fifth (E) cell:orgasm

The relationship between *color* and *tatoo* is not merely that of part to whole. No way. (E) or (C) or (B) and even (D) can be defined as correct. A sprectrum is made of a progressive, granulated series of colors, as a tatoo is of a progressive, strangulated sequence of tones. Thus, (A), (B), (C), (D), AND (E) are all correct. As can be seen, the best answer must be chosen from a group of immoral choices. (Simple, isn't it).

2. UNDRESS: REDRESS:: (A) crime:punishment (B) bore:whore (C) reprisal:prostitution (D) oral:sex (E) Keats:Shelly

3. SLOW GIN FIZZ: HONORS PROGRAM:: (A) Honors Program:Sloe Gin Fizz (B) Sloe Gin:Program (C) Gin:Honors (D) Honors:Fizz (E) Fizz:Whiz

4. INNOCENCE: IN NO SENSE:: (A) incense:insensate (B) Innocent IX:9 cents (C) None of the above (D) All of the above (E) Half of the above

Auntonyms

Questions of this type test the size of the candidate's left index finger. Since some of the questions may require you to think, don't waste your time.

1. PROMULGATE: (A) copulate (B) bifrucate (C) pomegranate (D) pom-pom (E) defecate

2. DEFERENTIAL: (A) dential (B) notorious yellow (C) sty-in your-eye (D) decadent (E) deferment

3. TEMERITY: (A) prosperity (B) velocity (C) frigidity (D) $a^2 = b^2 + c^2$ (E) bussing

Continued on page 7

Active in sports, photography, and art, College Government President Linny Little finds life as CG President holding both high and low points. (photo by Sasha Norkin '75)

An interview with Linny Little

by Laura Becker '77

College government president Linny Little's primary extracurricular focus has changed from photography in high school, to sports as an underclasswoman, to college government as a junior and senior.

Her first experience with college leadership and organization was being chairwoman of the Sophomore Ask-Me's for freshwomen orientation. Swimming three times daily, diving, participating in the swim team and swim club, and a second year as co-head of the Wellesley lacrosse team helped fill already full days. Linny's experience as a sophomore Ask-Me increased an interest in group leadership and group dynamics.

As a junior, Linny remained co-head of lacrosse, but gave up hours in the water for hours of meetings and being a resource person as co-chairwoman of the Vil Juniors. Apparently, the Sports Association, Academic Council meetings, Senate meetings and Vil Junioring expanded a desire to be in the know, and be a part of on campus affairs.

In response to that $64,000 question, "Why did you run?" Linny replied that she was convinced that CG president would be in the position to know more, do more, and be more instrumental in campus affairs.

An average week entails fifteen hours of meetings (CG president is not necessarily a member of all) e.g. Senate, President's Advisory Council, the Calendar Committee, Hunger Action group, . . . Homework for meetings, odd luncheons, time spent as student representative at alumnae functions, and a general resource person on campus varies.

Linny finds life as CG president holds both high and low points. Giving speeches, chairing large meetings, a number of interesting people, and being constantly tested Linny cites as higher points. However, devoting herself to issues that take a great deal of time can make it hard to find time for herself, and as a result, personal and academic life sometimes suffer.

Linny found she was forced to choose a priority, either college government or her academic work.

The choice was college government, which Linny believes to be a series of valuable learning experiences, many of which, although not gleaned from books, are an excellent foundation for her career goals.

Linny is an Art History major, and entered Wellesley thinking she might pursue art conservation

Students attend conference on education

Editor's Note: Sharon Collins was one of Wellesley's three delegates to the Undergraduate Conference on Education, and she writes of her experiences at the conference.

by Sharon Collins '77

During the weekend of February 21 - 23, nearly one hundred students from all over the United States participated in the Undergraduate Conference on Education at Harvard University. Each college or university which was invited to the Conference had the option of sending one or more delegates to Harvard for the three-day discussion marathon.

The Conference officially opened on Friday evening with speeches by Derek Bok, President of Harvard University, and Caspar Weinberger, Secretary of HEW. Bok spoke with regret about the extremely competitive situation which has evolved in our undergraduate institutions. There are too many students for too few places in graduate schools, and undergraduates are plunged into a frantic, four-year scramble for high grades.

"However," Bok said, "grades seem to be a necessary evil—they help to motivate students to work arduously in pulling together a course into a coherent whole in preparation for a final exam." In answer to the current student plea for greater relevance in course work, Bok told the audience that courses which focus on the pressing social issues of the day are founded on the most fleeting of all knowledge. "In our rapidly changing world," he elaborated, "students must be taught to think with greater clarity and imagination, skills which can be applied to constantly changing problems. These skills can often be subtly developed in courses which have little to do with current problems."

Bok enumerated four major functions of a liberal arts education: (1) to cultivate in the student a set of very general and widely applicable habits of thought and analysis to be used in almost any career, (2) to provide an environment which assists students in making the big choice of a vocation, (3) to prepare students to live a full and rich life outside of their vocation, and (4) to provide discussion of fundamental values, ethics, and issues with which the student will be confronted in his or her life.

Caspar Weinberger spoke about the Government's role in higher education. He feels that the Government should lead and encourage institutions, but it should not impose upon them any solutions or rules. "For example," Weinberger stated, "the Government should conduct costly research on education which cannot be done by individual institutions." Weinberger asserts that, although a four-year isolation in academics is nice, the real world cannot be totally ignored. He referred to the current glut of teachers and space-oriented scientists as examples of job categories where the reality of opportunities was not fully considered. In conclusion, he called for "experimentation and innovation in higher education". He said, "Experimentation is a great source of strength in the United States — it energizes us as a people."

Bok said, "grades seem to be a necessary evil—they help to motivate students to work arduously in pulling together a course into a coherent whole in preparation for a final exam."

On Saturday morning, student delegates met in various discussion groups. Group topics ranged from "Finances" to "Student Government" to "Academic Community" to "Curriculum". Each delegate was required to prepare, in advance of the Conference, a 5-15 page paper on a topic which could offer an interesting viewpoint on a relevant issue in higher education, as that issue pertains to his or her institution. A delegate's paper provided guidelines for his or her group assignment.

Wellesley's three delegates to the Conference were: myself, Margaret-Ann Moran '76, and Jean MacHarg '78. We each wrote a short paper under the general topic of "The Uniqueness of Wellesley as All-Female Institution". My paper focused on "Feminism at Wellesley", Margaret-Ann wrote on "The Contemporary Social Atmosphere at Wellesley", and Jean compiled a brief analysis of "Wellesley as Compared and Contrasted with Undergraduate Co-educational Institutions".

I participated in the discussion group on "Women". All of the group members had written papers concerning women at their particular institution. And, since the only delegates who wrote about women were women, all of the group participants were women. We all agreed that this situation rather narrowed the perspective of the discussion. The absence of men in our group and the implications of such served as a thread of thought which ran through most of the discussion.

Participants concurred in the belief that a "men's liberation" must go hand-in-hand with the women's liberation movement, if society is trulky to benefit from role changes. Men must change so that they can fill some of the roles which women are vacating. The husband should not bear the whole burden of financially supporting the family, and the wife should not bear the whole burden of raising the children and taking care of the home. From a humanistic viewpoint, there should be a sharing of the burden. To accomplish this societal change, women must be exposed to men who have changed roles, as much as men are exposed to "liberated" women. The seeds for change should be planted during one's college years through one's exposure to alternative life-styles.

On Saturday afternoon, the "Women" group met with Kathy Wittom, Professor of Psychology at Harvard. Ms. Wittom is particularly concerned with the shaping of a woman's attitude towards herself as she progresses through her college years. Why do so many women experience a sudden loss of self-confidence as they near their entrance into the job market? Wittom sees the need for role models to illustrate a life which can include both a family and a career, but without neuroticism or divorce. "Women must realize that they can do it!" she said. "It may take more hours, more effort, more organizational skill, but it can be done!"

Saturday activities terminated with a talk by Professor Paul Nash of Boston University. Nash spoke on the philosophy of authority relations in higher education.

Sunday morning, the "Women" discussion centered on concrete suggestions for promoting feminism at each group member's institution. The delegates from Pine Manor received support in seeking a female to fill their presidential vacancy. The representative from Saint Lawrence University of New York plans to advocate extensive reform in the University's health services, particularly regarding gynecological services. Rice University in Houston will be faced with demands for more athletic facilities for women.

Professor Barbara Rosenkrantz of the Harvard School of Public Health was the final Conference Speaker. Her short talk focused on the improvement of faculty-

Continued on page 5

Three Wellesley students, Margaret-Ann Moran '76, Jean MacHarg '78, and Sharon Collins '77 (pictured from left to right above) attended the Undergraduate Conference on Education held at Harvard University. Among those speaking were Derek Bok, President of Harvard University; and Caspar Weinberger, Secretary of Health, Education, and Welfare.

"The professor's role should be one of sharing his or her knowledge with the student, and not one of certifying the student so that the student can advance to graduate school."

Breaking into the Boys' Room — Minority women in business

by Patricia Mell '75

The stereotype of the business world is well known. It's a dog-eat-dog world where every and any man will step on his competitor's hands to achieve one more step on the ladder of success and a key to the executive men's room.

Until recently, women interested in the business world had little chance of making it past the secretarial pool. This was particularly true for the black woman.

On Saturday, March 1, 1975, a symposium, jointly sponsored by the Black Studies Department; Harambee House; the Economics Department and Career Services, was held to discuss the problems of black women aspiring to "break into the boy's room" of big business. The symposium was entitled "Black Women in Business: After the Vogue, What Next?"

The Symposium, held at Harambee House, followed a luncheon at the College Club. The five speakers, all black women, were either working in some area of business or studying in a business related graduate or training program. Each panelist spoke on a different topic in an effort to give a wide view of the opportunities and pitfalls facing black women entering the business world.

Rosalind Mathews, Vice President of KGA Personnel Services (a personnel service specializing in placing blacks in contact with job opportunities), spoke first on the white businessman's attitude toward black women. Ms. Mathews reiterated the difficulty of black women trying to enter business in past years but attributed the rapid improvement of the businessman's attitude to pressure from the EEOC. Ms. Mathew's pointed out that many "companies are in the position of losing government contracts if they discriminate against blacks in hiring."

She continued by refuting certain myths about a working women's "conflicting responsibilities — the job and the home." One such myth was the businessman's conception that the company was "wasting its time and money training a woman for an executive position when she would only leave to have a family." Ms. Mathews pointed to statistics proving that women "do not stay out of the labor force after pregnancy (8 weeks) any longer than do men after heart attacks or an attack of gout."

One pitfall remaining to women in business is the discrepancy in pay between her salary and that of her colleague performing the same duties. Ms. Mathews stressed the importance of watching for this trap as well the trap of taking a secretarial position with the hope of rising in the company later. Ms. Mathews warned, "Once you're dubbed a secretary, you will always be a secretary."

Judy Malveaux, Ph. D, candidate in economics at MIT, continued the discussion with her views on the opportunities for black women in the field of economics. Ms. Malveaux broke these opportunities into 4 basic options: the government; industry; research; and "academia."

Ms. Malveaux pointed out that most government agencies have economists on their staff. These economists design and run surveys for the most part. Large industries on the other hand, employ economists as consultants. These consultants work on the particular problems of that company alone.

In research, an economist could be employed by a research firm and would possibly design research patterns for clients of the company.

Other possibilities include government research and public interest research. Even though the topics in these areas could be the most stimulating, the "pay is very low."

The fourth category is "academia." "Academia" embodies research but it would be research in the economists' chosen field. This does have its drawbacks, however. As Ms. Malveaux points out, "Most Ph D economists spend the next 30 years of their lives revising their thesis."

Enid Hoyt Porter '74, a Management Trainee at Chase-Manhattan Bank, spoke on the transition between school and the business world. Ms. Porter stressed the freedom students possess at Wellesley. For instance: ". . . here you have the freedom to choose courses, to go home or to stay, to eat if you choose, and great expanses to walk in where and if you choose to do so ... and nobody tells you that you cannot do something."

A program such as the one at Chase-Manhattan Bank, is noted for its intensity. The pay is good but the pressure is high. Ms. Porter spends 10 - 12 hours a day at the bank or doing bank work and attributed the high pressure to the fact that in such a training program, the trainee is "dealing with someone else's money and therefore, cannot be lax about efficiency and achievement and remain in the program."

Even so, Ms. Porter, a liberal arts major, did say that Wellesley had prepared her for certain aspects of her career in business. Other students with MBA's etc. have an advantage in their familiarity with figures and exactitude. On the other hand, "Wellesley teaches the student how to think logically and how to pull thoughts together. This type of thinking will put the trainee ahead when she must do original thinking in the analysis of specific company problems and programs."

Lydia Gladney '71, the fourth panelist and a MBA candidate at Harvard, strongly advised the minority student to work before entering business school. "Harvard," said Ms. Gladney, "values the students' work experience." This is evidenced by the fact that 80 - 90 percent of the entering class of Harvard's MBA program has had at least two years work experience.

Despite the tight structure of the program, its aim is to develop the students adaptibility to different business problems and situations. For this reason, Harvard advocates the use of the case method. The student will typically be given three particular cases a day to analyze. The cases are real situations faced by actual corporations. The idea is to prompt the student to deduce the corporation's theory from the information at hand.

According to Ms. Gladney, There is no right way or wrong way to do anything, so the key to success is in knowing how to convice others of your idea's validity."

Ms. Gladney continued by explaining the work load at Harvard. She pointed out the impossibility of completing all the work assigned. "The trick is to learn how to do that which is important."

Karen Williamson Zuniga '69 concluded the panelists' discussion with her conceptions on "how to make it." Ms. Zuniga is a Marketing Analyst with Avon Products. Ms. Zuniga emphasized the importance of "self-knowledge" to a successful career in business. To "make it," a minority woman in particular must be willing to take a chance. The black woman trying to get into business must "evaluate herself, make a decision, and go aggressively after it."

After attaining a position, Ms. Zuniga stressed the importance of constantly re-evaluating it to see if it is indeed the position which will lead the woman to her goal. If it is not, she should look elsewhere.

All five of the panelists warned the prospective minority business women against accepting "sit by the door" positions. Once in the position, the management may not allow them the responsibility necessary for advancement.

The panelists also agreed that the day of black being attractive had passed. "Black women must sell their talents, not their color," and they must be sure of themselves and of what they want. As one of the panelists put it, "Psyche yourself up to what you are capable of doing and keep it that way. You can have doubts about them but not about yourself."

College Government

Senate votes to allocate SOFC funds last Monday.
(photo by Sasha Norkin '77)

Senate organizes SOFC money

by [illegible]

Senate voted on Monday, March 3 to allocate the remaining $11,000 in SOFC funds among three groups. The allocation includes $5200 to On Campus Affairs Committee to be used for Spring Weekend May 2-4, $2300 to WBS-AM for the purchase of capital equipment, and $3500 as a remainder to be left in the SOFC account for next year. The vote in Senate on these expenditures was 16 in favor and 6 opposed, with 7 abstentions.

Manana Freyre, Vice President for On Campus Affairs, outlined a tentative budget for Spring Weekend at the meeting. The Weekend will be cosponsored by several College organizations including Senate, Schneider Board of Governors, Ethos and Mezcla. Other groups will also be sponsoring events to coincide with the weekend.

The $5200 Senate allocation will be used to defray the cost of an outdoor concert given by Santana. The flat performance fee for the group is $8500 with $1500 budgeted for accessory fees such as sound and lighting equipment and security costs. Ticket sales to those outside the Wellesley College community will finance most of the remaining cost. In addition, Ethos and Mezcla have tentatively budgeted $3000 for the event. This money will be used to offset additional security, if necessary, or to cover any losses in ticket sale revenues. Senate also passed a motion introduced by the Bursar, Ann Connolly, that the budget allocations for Spring Weekend be approved by the Coordinator of Special Events and SOFC.

The WBS-AM allocation of $2300 was pared down from an original request to SOFC of $4220. The money will be used to purchase capital equipment for WBS facilities in Schneider 301 and Alumnae Hall. Melanie Ingalls and Elizabeth Ost, members of the WBS staff, argued against the reduced budget for equipment which "has been requested since 1971." The $3500 allocation to SOFC will remain in the student activities fund account for next year. This request was made since budgeting was tight this year.

Also at the meeting, Senate passed several legislative changes relating to financial matters. Senate approved a SOFC recommendation concerning general fundraising policies. Solicitations by organizations now require only the approval of SOFC and not Senate. The Handbook was also amended so that "limited solicitation for special appeals requires approval of Senate." Senate also approved a motion relating to the distribution of profits. Now, with the addition, "any profits accruing to an organization remain in that organization's balance, but the allocation of those profits must be approved by SOFC."

Senate voted to table two pieces of financial legislation. The first related to an evaluation that would be used as one of the criteria in SOFC funding of constituted student organizations. According to the SOFC recommendation, the evaluation would be "carried out yearly by the On-Campus Affairs Committee and SOFC to determine the student body's demand for the services" of an organization. The other motion tabled by Senate concerned organizations not receiving SOFC grants. As SOFC had originally recommended, such "organizations denied funding for the entire fiscal year may suspend their constitution for that year, so that they may charge membership dues and admission to their activities."

Schedule for College Government Elections

This schedule is for the following officers: College Government President, First Vice-President, two Second Vice-Presidents, Bursar, and Chief Justice.

Petitions can be picked up at the Info Box, Schneider Center, on Monday, March 3. They are due Sunday, March 9 at 4 pm. Statements for the *News* are due at the *News* office (306 Billings) Sunday, March 9. They should be typed on a 33-character margin with maximum of 400 words for those running for College Government President and 250 words for other offices. Photos of the candidates will be taken at 4 p.m. Sunday, March 9 in the *News* office.

There will be an open house to meet the candidates on Thursday, March 13 at 9:30 p.m. in Davis lounge in Schneider. Candidates are asked to prepare a statement for this meeting.

Voting will be held March 17 and 18.

Application for Financial Aid 1975

All students intending to apply for financial aid for 1975-1976 must obtain application forms in the Financial Aid Office, 434 Green Hall, between Monday, March 10 and Friday, March 21.

The Wellesley College Application is due in the Financial Aid Office Friday, April 4. The Parent's confidential Statement is due at the appropriate Scholarship Service Office by Sunday, April 20.

Residential Policy: New phone system?

by Vivian Pliner '76

On Thursday, February 27, the Residence Policy Committee met for further discussion on spring rooming. Before addressing rooming, however, the committee considered the possibility of implementing a Centrex telephone system throughout the campus. This would involve installing a telephone in each room (the same setup that is in existence at both M.I.T. and Harvard). This would eliminate the need for both "inside" and "outside" lines as the whole campus would be hooked up to a central system. The approximate installation fee to the college would be $2000, with monthly rates for the students probably lower than what they presently pay; the system would take one year to 18 months to install. In addition, a five year guarantee would be needed from the college. A member of the Committee is presently looking into the details of setting up such a system.

As concerns spring vacation rooming, the Residence Policy Committee sent out flyers on Monday, March 3, explaining the general aspects of the plan. Since events of the past semester have underlined the need for a more effective security system, it was decided that a minimum of 30 students per dorm had to register in order that there be "critical mass" in each hall. In order to ensure that the bell desk will be "manned" at all times, a system of paid bells has been worked out. Each hall will be responsible for filling in all slots, and on Wednesday, March 12, all those having previously registered for spring rooming will sign up for bells.

Further developments in the Gray House-Physical Plant switch: The Board of Health will soon be inspecting the Physical Plant area which is tentatively designated to lodge overnight guests.

Ann Connolly stirs up SOFC

Every student pays a $50 student activities fee along with her tuition. The money is then allocated by SOFC, with the approval of Senate. Ann Connolly heads the Financial Committee. "It is similar to the job of a Business Manager," Ann stated.

The work she is engaged in is, for the most part, organizational. SOFC holds its own meetings, then brings up financial concerns at Senate meetings.

In the past, "if the organization could evidence the need for money, it was granted them." Today, however, there are more than sixty Senate approved clubs, and the number is increasing. "Money is tight," and Ann Connolly feels an added criterion must exist. She has proposed that an annual evaluation of all clubs be implemented. The granting of funds would then depend on whether or not the students were interested in buying a specific club's service. More regular meetings with the treasurers would also be helpful.

Ann Connolly, the Bursar of the Finance Committee, has worked hard during her 1974-1975 term of office. Thus far, SOFC has succeeded in maintaining an even distribution of funds, and has ideas ready to cope with future changes.

Ann Connolly, Bursar of the Finance Committee.

Education Conference

Continued from page 4

students relations. "The professor's role should be one of sharing his or her knowledge with the student, and not one of certifying the student so that the student can advance to graduate school."

Rosenkrantz is dissatisfied with many students' view of college as simply a preparation for something else, something bigger and better. She also strongly disagrees with the distinction which is often made between the "real world" and the "academic world". "There is a widespread feeling in this country that, if one is paid for something, then it is 'real'. We must all learn to integrate life experiences with our academic pursuits," she concluded.

The Harvard-Radcliffe Orchestra announces openings in the violin and cello sections. If interested, please call 498-3776.

Council: Budgetary, Curriculum changes

by Florence Davis '76

Linny Little '75, President of College Government, requested a joint meeting of Academic Council and College Government to be held on March 6. The purpose of the joint meeting is to discuss College budget-making procedures and priorities.

Although Arthur Gold, director of the Committee on Educational Research and Development, suggested that Academic Council grant Ms. Little's request on the grounds of common courtesy, other faculty members were reluctant.

Citing lack of information about the budgetary process and specific College economic policies, George Stambolian, Assistant Professor of French, suggested that students meet with the faculty union committee on the budget. A close vote, 41-39, affirmed the request for the meeting.

Curriculum changes for the next academic year are also under consideration by Academic Council at this time. A few of the proposed changes and innovations are:

— an exchange between the Political Science Departments at Wellesley and M.I.T. Two faculty members at each institution will teach courses on a rotating basis between the Wellesley campus and the M.I.T. campus.

— a new course on "futurology" will be offered in the History Department.

— minimum-maximum major problems are under consideration.

— the practice of granting uniform credit units for all Wellesley courses is presently being evaluated.

— a course for students with little or no chemistry background will be offered in the Chemistry Department.

— Music 151 will be offered for those students exempt from Music 100. The course will be a study of "performances", and will use the City of Boston as its classroom.

Trustee Committees open

Nominations are now open for student positions on the Trustee Committees of Wellesley College. As a student Committee member, each appointee will attend meetings, participate in discussions and in Committee functions, and will vote on issues brought before the group. Since decisions made by these Committees affect the direction Wellesley takes in a number of areas, students with a sincere interest and a desire to contribute actively as the sole or as one of the two *student* members in each committee, are strongly encouraged to nominate themselves.

Students from appropriate classes are invited to nominate themselves for the following committees:

1) Nominating: 1 pos. for '77
2) Building and Ground: 1 for '77
3) Finance: 1 position for '77
4) Plans and Resources: 3 pos., 1 for '76, 1 for '77, and 1 for '78
5) Ad Hoc Social Policy: 1 for '76

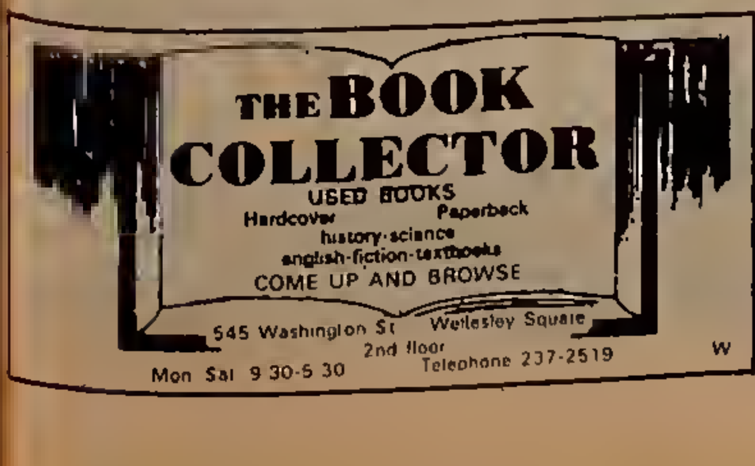
Please prepare a brief resume including your name, address, phone number, the position (s) for which you are applying, your reasons for wishing to serve on a Committee, your interests at Wellesley, and any other information you feel would be helpful. Deliver or send it by house mail to either Margie Biggs, or Georgia Murphy by Monday, March 10. If you have any questions, feel free to call either Margie, 237-9216 or Georgia, 237-0210.

Linny Little

Continued from page 4

e.g. renovating paintings, after graduating. Since junior year, her thoughts have changed, largely as a result of her Vil Junior and college government experiences.

At present, as well as working for CG, she works in the Douglas Thom clinic in Boston, working as a tutor with children with learning problems. Linny currently plans to hold an interim job next year, attending graduate school in counseling psychology the following year.



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Kings are wild in Hasty Pudding's *PUT UP YOUR DUKES.*

Hasty Pudding: Fair Warren

by Emlly Yoffe '77

Scoop from Miss Emlly:

There seems ta be trauble ahead for the Warren (hubba-hubba) Beatty, Michelle (Mama's and Papa's) Phillips' romance.

When asked recently by a yaung female reporter haw he was bearing up under the challenge of ntonaganty, Beatty responded by laaking dawn said reporter's dress and fandling her necklace with his left hand, while resting his right hand lovingly on Ms. Phillips' knee.

Ms. Phillips, snapping to attention, ordered, "Warren, get your hands aff that girl." Then turning to the reparter, with a notable absence of goad will, "He likes ntanoganty just fine."

Warren Beatty was chosen the Hasty Pudding Theatrical's Man of the Year last week. He was awarded the coveted pudding pot at the opening night ceremonies of the current production of "Put Up Your Dukes."

Beatty is tall, slim, and hard as it is to believe, was the handsomest man at Harvard that night. When accepting the award he expressed relief at seeing the pudding pot, because, he claimed he had been suffering under the delusion that he was to be the Harvard Lampoon's man of the year.

The peripheral event of the evening was the premier of "Put Up Your Dukes." This year's drag show is set in a fictional medieval country. A group of royal impersonators, peasant impersonators and female impersonators plot the take-over of the throne.

After several hours of cases of mistaken gender identity, the whole arcane mess is resolved to the eminent sutisfaction of all concerned, particularly the audience.

The show does serve as a kind of catharsis, a year's worth of groans are emitted because of puns like:

"Enough of these idle peasantries," and "It must be caused by your minstrel cycle."

There are also such gems of dialogue as:

"I fought the Green Knight."

"Aw, gawain," and:

"I hope you didn't have yo heart set on it."

"I don't care where I set m heart on."

These immortal words a spoken by characters with nam such as, Otto da Fey, Bess Johnny Mathis and Rachel Slur

The best part of the show is u questionably the dance numbers.

The sight of a row of Harva men in silk nighties, kicking the hearts out, is enough to warm a Wellesley woman's heart. For S enthusiasts, the whips and chai number is a classic. As is th Marlene Dietrich take-off, whic features Lindsay Davis, who does a wonderful Dietrich voice, bu looks frightenly like Loretta Swi of M*A*S*H.

Reveling in its self-indulgence the Hasty Pudding's "Put U Your Dukes" does provide a novel and often funny evening of lo camp. It runs through March 2 at 12 Holyoke Street, Cambridge.

(This is Emily Yoffee's last arti cle for *News*. She and Warre Beatty have flown off for parts un known.)

Lacombe ... The Torpid Mind

by Anita Prince '76

Depicted in this subtle, intelligent film directed by Louis Malle is a teen-age boy's involvement with the Gestapo during World War II. Underlying this is a comment on the questioning, or lack of it, that takes place before choosing sides in a political struggle — in this case a World War. The consequences of a choice at such a time can be, to say the least, grave. Yet, in the case of Lucien (Pierre Blaise), the choice involves no more concentrated thought or questioning than say, a casual decision to pick up a paperback book — on sale. Reflexive, impulsive, half thought-out actions seem to direct Lucien's life.

The film "Lacombe, Lucien" is set in provincial France during the summer and fall of 1944 when Germany's defeat appeared certain. Lucien, in his late teens, is working in a hospital ward. The cries of the wounded cause him to turn toward the window where he sees a bird in a nearby tree singing: he kills it without motive or without attaching significance to the action. Next we see him pedaling on the road. His bicycle goes flat: he swears, "Meurtre", hops off and begins to walk the bike up hill. No indication is given as to where he is going or why. They are forgotten. Once he arrives in the city he is immediately caught up in a cloud of corruption.

Nabbed while lurking outside Gestapo headquarters one evening, he is hauled in for questioning. During the interrogation by the Gestapo he unwittingly informs on his former school teacher who is a resistance leader. Later, though, the tortured screams of the school teacher stir not so much as a twinge of compuction from Lucien. Indeed, Lucien shows no indication that he is aware that he has betrayed a confidence.

Now Lucien finds himself acceptable to the pro-German Vichy regime's police. One of the police is a childhood idol of Lucien's — a champion bicycle racer. If the German side has such people then Lucien decides it can't be so bad. Other trappings succeed in attracting the boy: sleek automobiles, unlimited expense account, good food and drink, superbly cut suits, and compliant women.

Lucien attains a position of power. With his supply of guns and credential he obtains a new feeling of importance. He revels in the temporary corruption of authority and he pushes his weight around with a bashful sullenness. One of the policemen with a sartorial eye takes Lucien to a tailor to get his first suit made. The tailor happens to be a rich Jew from Paris living in hiding with his beautiful daughter; France. In blatant contrast to Lucien's somnolent, ambiguous personality, theirs are active and perspicuous. The Jew is an excellent tailor and his daughter an accomplished pianist. Young Lucien is immediately attracted to the girl. He makes advances to her which are blunt yet at the same time winsome. France is at once fascinated and repulsed by him. The same mixed feelings are shared by the girl's father. Both want to condemn Lucien yet they have compassion for him. In the end they both give themselves up to Lucien. France gives herself up to Lucien because she has no where else to turn. Lucien is her only hope of escape. France's father, tired of hiding out and suffering the humiliation of his daughter sleeping with a hired gun, pays a social call on Lucien at the police station and is promptly arrested.

Despite the overt sentimentality implied in the name France, the movie is meticulously shaded and controlled to bring off an extremely sensitive portrayal of this young protagonist. The implication of the film is that the foundation for national tragedy is laid quietly and is based upon a horrifying ease. It is subtly implied that Lucien is like many of those who were in occupied France in 1944.

Even though Lucien does decide in the end to flee to Spain with France it is too late. His collaboration with the Germans however callow, was basis enough to sentence him to death.

This judgement is hard to take because although Lucien is not likeable, he is understandable. One senses that he is just not thinking about what he is doing. But Malle refuses to be lenient with him. He takes the position that half-thought-out actions by individuals old as well as young are what led to the chaos. The film he so skillfully directs reminds us of how easy it is to become a partner with corruption if one remains vague and torpid in one's thinking. Along with this is a warning that our actions will be judged by their effect. In terms of existentialist thought, we exist in so far as we declare ourselves responsible for our deeds, hence our deeds require all of our consideration.

"Lacombe Lucien" is playing at the Charles Cinema in Boston.

ARTS

Hardwick: Expansive thought

by Jackie Coleman '77

"The ideal woman is thought of as creative — but that's not the only thing. Intelligent minds — female thinkers like Hannah Arendt — should be more or as much of a model."

N.Y. Review of Boaks editor and critic Elizabeth Hardwick, novelist and short story writer, does a sort of "cultural criticism" or "impressionistic criticism" that is expansive thought. She considers text, event, societal implications and the medium of whatever she turns to. "You can put anything in a book review" might extend to much of what she writes. For her drama criticism in this style she has won the Newman prize.

"Theater's dead as a form: If you rouse yourself to go, you feel ... beaten down. Acting's so awful — there's a terrible lack of control of the medium. I like to see the classics — the modern classics. I wonder if tickets, the commitment it takes to go explains the collapse of theater.

"Movies are a lot more interesting at this moment. They're more like fiction — they move all around, have characters. The moonlight quality of the movie theater, the huge screen an envelope to pull you in ... you're singly caught up in it. Theater's more for the mind ... I like the language of the stage."

Despite her interest in film and theater, journalism doesn't attract her. "I couldn't work for a newspaper — I don't want to report the facts, which I hate. You don't perfect your voice on the *N.Y. Times*"

Her recent collection of criticism on women in literature, *Seduction and Betrayal* — why did she write it? "All women writers are interested in other women writers, she answers, you look to others who do it, you build on others. Its possible to conceive you might succeed. Confidence is involved — its very important in the arts. Envy may also play a part."

On Erica Jong, the feminist poet and author of the popular *Fear of Flying:* "I'm not interested enough in her to talk about her. She is a phenomenon *because* she's a best-seller — I'm not interested in best sellers. She does an Edna Millay thing in a modern version. She's (Jong) not a very good writer. Its because she's dealing with sex. That's some advance, I suppose, because a woman's doing it. *Fear af Flying* is crude. I don't believe it. There are some laughs, but I don't consider it important. Its popularity may be due to the isolated suburban housewife's projection of wishes".

Hardwick, likes Elizabeth Bishop, Marianne Moore, Adrienne Rich, some Ann Sexton, Diane Wokowski, John Berryman, and Ted Hughes. Plath is "a genius. Just being in the public eye doesn't make you bad. Its astonishing — so many brilliant poems". She views Plath's last days of prolific poetry-writing as "a seizure of genius". Berryman is "a great writer. He has his own style, he's original. *Dreant Songs* brought the Pound thing up to date. He found a way to say anything he wanted to, that was odd and striking." John Ashbury is "marvelous".

As for poetry presently she says, if there are "a few great poets—if there's something good enough to read, that's enough."

Lecturing on the difficulties of writing fiction in the modern age, Ms. Hardwick offered the attitudes of modern life itself as complicating factors. Since there is no "moral reckoning" in life, and there is no longer the idea that in life there is a plot, the novel now has no plot or characters.

"Style itself is the character. Aesthetic and moral satisfaction comes from the method itself, and compose the issues of the novel. Banality (from popular culture) is a statement used as a main way to give meaning. Parody and mimiery are the main talents of our current writers. Life is a series of mutations, improvisations, and gestures."

But, modern fiction does "embody the present" and has the character of the times.

Library hours-Spring Vacation:

Friday March 21: 8:15-5 p.m.

Closed Sat. & Sun. March 22-23

Mon. thru Fri. March 24-28: 8:30-12 1-4:30

Closed Sat. & Sun. Mar. 29-30

Regular hours resume March 31.

On Thursday, Friday, and Saturday, March 13th, 14th, and 15th, the Wellesley College Dance Group will be giving its annual dance concert. The performance will combine elements of both serious and popular dance. Many of the daneers were choreographed by student members of the group.

The dance group is composed of about twenty Wellesley students and Alice Trexler, the faculty advisor. Also appearing with the group will be members of I.C.C. (Independent Composers and Choreographers), a Concord — based professional dance company. One of their choreographers, Melinda Sharts-Atwood, has choreographed a special selection of popular dances, one of which will be performed by the entire dance group, and the others by members of her company.

The dance concert will be held at Alumnae Hall. Performance times are: 8:30 p.m. on Thursday, March 13th, and Friday, March 14th, and 2:30 p.m. on Saturday, March 15th. There is no admission charge. The concert is a part of the ongoing Wellesley Centennial Celebration.

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Sentence Competition

This type of question provides a measure of the defects in reading: the ability to recognize logical and stylistic inconsistency among the elements in a sentence.

Directions: Bon Appetit!

1. Swamp drainage is used to prevent, or at at any rate to , the breeding of malaria-bearing musketeers. (A) harbinger (B) Sobranie (C) Harvard (D) MIT (E) postmark
2. The is known for , but also and , because of , so therefore, is conclusively . (A) fornication (B) (C) ***** (D) Gertrude Stein (E All of the above.

Reading Compensation Directions: Ein befehl ist ein befehl! You must answer ALL questions in 2 min. Otherwise the trains are waiting. Schnell!

How do you like what you have heard.=History must be distinguished=From mistakes.=History must not be what is=Happening.=History must not be about=Dogs and balls in all=The meaning of those=Words history must be=Something unusual and =Nevertheless famous and=Successful.

Surprise not a suprise=In fact nor in thought=Nor in result but a =Suprise in the delight=And the delight is not=A suptise the suprise=Is in confirmation and so=It is undoubtedly real=that History is made=Tube roses heliotrope and lavender.

Our fifty-eight delivery boys waste too much time urinating. Five times a day, on average, they interrupt their deliveries to satisfy a personal need. The time is not deducted from their wages. They take advantage of this, so they've got to be disciplined; they can make water in turn once a month for four and a half hours without interruption. That will save all the coming and going, which sends up our costs. After all, camels store up water.

1. Which word is most likely to have been said by Queen Victoria? (A) heliotrope (B) Schnell (C) Dogs and balls (D) camels (E) Surprise!
2. Which word is the closest? (A) nevertheless (B) more or less (C) History (D) Delivery boys (E) "Killer"
3. How many times did she say it? (A) 35 times (B) 10 times (C) never (D) Orlando (E) once upon a time.
4. What is the author's intent? (A) To make money (B) To support her habit (C) To embarrass you (D) To divine the secrets of the cosmos (E) To take over the capitalist bourgeoise cupcake regime.
5. What would be the best title for this literary ragout? (A) *Thy Joy of Cooking* (B) *Lucretia Borgia: A Play* (C) *Remember That Black Russian We Shared In Rio* (D) *The Portable Orlando* (E) *Japan-End of the Miracle?*

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Sexuality Conference scheduled for April; participants include Lorna and Philip Sarell

On Friday and Saturday, April 11-12, Lorna and Dr. Philip Sarell from Yale will present three lectures at Wellesley. The Sarells are widely recognized experts in the field of human sexuality and for the past several years have presented an extremely successful program at Yale and at other colleges. Each lecture will be followed by small group discussions; also, in the weeks directly preceding and following the weekend, there will be presentations involving members of the Wellesley community.

Sarell lectures:

Friday, April 11: Female/Male Sex Response

Saturday, April 12: Female/Relationships; Childbirth & Contraception

Panels:

Tuesday, April 8: "From Puberty to Menopause: The Female Cycle" Dr. Carol Baird & Dr. Stewart-Burton.

Thursday, April 10: Religion and Sexuality — panel discussion.

Monday April 14: Lesbianism — film, speaker, discussion.

Tuesday, April 15: Erotic Literature — informal discussion.

Wednesday, April 16: "Relationships: Variations on a Marital Theme" — panel of couples.

Sunday, April 20: chapel service relating to sexuality.

There will also be several exhibits (contraceptives, books, art) during the two weeks of the conference.

Sponsors of the conference are Hillel, Schneider Board of Governors, Vil Juniors, Residence Office, Chaplaincy, Harambee Planning Committee, Slater, Wellesley Christian Fellowship, Wellesley Women's Committee, Psychology Club, House Vice-Presidents, Office of Special Events, and Bates, Freeman, McAfee, Stone, Davis, Munger Tower Court, Claflin, Severance, Beebe, Shafer, and Pomeroy Halls.

Israeli mime at Schneider

Internationally famed Israeli mime Zwi Kanat will perform on the main stage in Schneider, on Saturday March 8 from 8:30-10:30. The artist is a former student of Marcel Marceau, and is currently on his seventh North American tour.

Kanar's stay in the infamous Buchenwald concentration camp, his journey to a displaced person's camp in Cyprus, his service in the armed forces in the Israelian Independence War, and many other trials and tribulations have given this performer a rare insight into the human character, and all of this shows in his sketches.

Comedy also runs rampant through such numbers as "Memories of Charlie Chaplin," "Aquarium" — in which his facile hands become the many fish in tanks — and "Symphony Orchestra" in which he portrays the many members of an orchestra, each passionately in love with his own instrument.

Zwi Kanar

Why candidates pursue the youth vote, con't

perhaps even more concerned about the youth vote. The national director of the Young Republicans estimated that a full 70% of the Republican candidates during the 1974 congressional elections organized "Youth for Joe Doe" clubs.

It is easy to understand why candidates solicited the youth vote in 1972. There was no accurate way of predicting how the 18-25 year olds would vote and a huge percentage of them were independent or undecided.

The perplexing question is why this interest in the youth vote persists at all. If the 1972 election proved that the youth bloc is an impotent political force, and if a higher percentage of the "over sixty" generation registers to vote than the 18-25 year old group, why don't politicians spend their time at old-folks homes instead of on college campuses?

One compelling explanation is that the politicians may be more interested in obtaining volunteers than votes from the 18-25 year olds.

"After all," explained Jimmy Carter's traveling companion, "With a ten million dollar limit on total spending, we will have to rely on a heavy concentration of committed, hardworking volunteers." And young people — everyone agrees — are the best source for that type of volunteer.

Even Scammon agrees that although they can't elect anyone with their vote, "a group of activist young people can greatly influence other voters." He cites their success in McCarthy's New Hampshire door-to-door campaign, their effectiveness in drawing press attention to a campaign and the advantage of being able to don the mantle of the "New Politics."

"... if a higher percentage of the "over sixty" generation registers to vote than the 18-25 year olds, why don't politicians spend their time at old-folks homes instead of on college campuses."

Not only have young people recently proven themselves to be tireless volunteers, they have increasingly taken over important campaign positions and proved to be competent administrators. They have more free time as a group than their elders and often are able to take off months at a time to work full-time on the campaign.

And most important, this child labor comes very cheap. (For example, the full-time McGovern workers who got paid at all in 1972 received no more than $30 to $50 a week.)

There are many theories that could be advanced to explain the current obsession with the youth vote. Some analysts suggest that politicians are interested in the youth opinion because young people are like a "weathervane" — they provide an early indication of how the winds or trends of general political opinion will turn. (You might say no politician wants to be left slowly twisting in the wind.)

Another possible explanation is that since campaigns today are so long and exhausting, the candidate and his staff are attracted to the enthusiasm that young people are so adept at displaying.

Scoop Jackson's campaign manager, Robert Keefe (who, by the way, is certain that young people will flock to Jackson's campaign in droves as soon as they "gain an appreciation of his record on the environment, education and civil rights") commented that he found the enthusiasm of young volunteers very stimulating. "They're darn handy and damn healthy to have around!" he exclaimed.

Perhaps some candidates — looking for a political boost — believe they can suck away enough enthusiasm and energy from their young volunteers to keep their campaign alive. After all, they might reason, the young are remarkably naive and trusting creatures. They can be put to work stuffing envelopes and canvassing neighborhoods until they drop from exhaustion. And if a few of them become saddened or disillusioned, it is no matter.

because there are always more young volunteers right behind — an endless source. "A-H-H-H youth ... they giveth the campaign *ZAP*."

Chapel March 9th
11:00 a.m.

Wilma Scott Heide

Preaching on "She is Risen"
Humanist liturgy

The Film Society will present "Lady Sings the Blues" on March 16 in Pendleton 112 at 4 P.M. and 7 P.M.

Lunchtime Theatre will present Pirandello's "I'm Dreaming (Or Am I)" March 11 & 12 from 12:40 to 1:20 in the Schneider Center Coffee House. An inexpensive lunch will be provided.

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Sports perspective:
Mary Young, '76

Ivy League Women Win

The tradition-oriented Ivy League has two traditions that have put its women athletes in fine competitive positions.

The first, of course, is win, win, win. It will be a while before the Yale-Harvard footbal game is upstaged by a women's contest of any sort, but you can be sure that any of the eight want their girls to win.

The second follows closely: keep the alumni happy. Not only must you admit their sons and daughters, says the rule, but you must get them on winning teams, the kind alums want to watch and read about.

Women's sports in the Ivy League appeared to get going in the following fashion: Along came the women, a talented bunch in every case. The usual percentage of them were good athletes. Hardly the cheerleading types, they agitated for their own teams. This level of interest produced the nucleus of each team.

You never saw such a proliferation of coaches, uniforms and expense accounts. After all, if you're going to have a tennis or crew team, are you going to let it lose to another Big Three school? Not a chance!

The competitiveness, of course, does not reach those proportions. If there's a team operating out of any of these schools, it's simply going to be taken care of financially. That's certainly nothing new: by now it comes pretty easily to these schools.

Good old Title IX came along and merely added to these incentives. The Brown women's basketball coach suggest I use Title IX, as Brown women apparently had, to get Wellesley basketball going. I explained that there was very little discrimination around here. "That's too bad," she sympathized, "Why don't you transfer? We've got a good school down here ..."

The big differential between Ivy League schools in women's sports is not financial. It's probably in admissions, or was before the women's sports revolution began.

Princeton must have seen it all coming. Admissions several years ago found talent in every sport and, since it was the fashionable thing to do for a few years, the talent went to Princeton.

The Tigresses produced national champions or championships in crew, swimming, tennis and squash in the space of three years. It's all very tempting — great-looking warm-up suits, travel opportunities and coaching. One must practically visit the campus and get rained on before demurring.

Dartmouth, meanwhile, is getting burned by the expansion syndrome. The Big Green women have the teams, but not the personnel to make them all winners. So they lose a few games. At least they have participation and enthusiasm.

Radcliffe, (see Seven Sisters column, 2/21), got hit by the paroxysms of coeducation and got some great help from Harvard as a result. They are doing well.

Brown and Cornell are well-clothed, (the ultimate indicator), and off and running. Penn is a big school that doesn't seem to be in the mainstream of New England Ivy League competition, and from which little is heard in the area of women's sports. They probably compete with other Pennsylvania schools at a comparable level.

Columbia's Barnard hasn't progressed very far, (see Seven Sisters column, 2/21), mainly because the place is still more Barnard than Columbia. There's not much place for Title IX in Morningside Heights.

Yale produces solid teams, a couple of which are noteworthy. The swimming team has taken over where the men's team, which used to be number one in the East, left off. Yale won't let women into Morey's, (a restaurant), but they've given women letter sweaters and allowed women captains to pose on the famous fence in the basement of Payne Whitney gym for the yearbook. That's nice.

In short, the Ivy League schools, even if by default, have given their female athletes just about all the materials they need to win. Getting the chance to win, fortunately, coincides with being equal to male athletes. The Ivy League and its female athletes have both lucked out.

Nancy Simons '75 lunges at her Northeastern opponent in a recent varsity match, won by Wellesley, 5-4. The team journeyed to M.I.T. Monday night for their final dual meet of the season.

(photo by Mary Young '76)

Wellesley goes East; Cole, Morrison star

Kim Cole '77 and Judy Morrison '78 turned in outstanding performances at the Eastern Swimming and Diving Championships last weekend and have found the minimum of financial support that will enable them to go on to the National Championships in Arizona next weekend.

Ms. Cole earned Wellesley's only medal of the meet by placing

Kimberly Cole '77

third in the 100-yard backstroke with a personal best time of 1:02.7, which last year would have placed her sixth nationally. She also grabbed seventh in the 200-yard individual medley and tenth in the 50-yard backstroke to earn 22 points for Wellesley. Ms. Cole placed 15th in the 100-yard IM with a time of 1:05.5.

Though she qualified for the one-meter diving finals, Judy Morrison was overcome by a stomach bug and could not finish the event Friday. "I felt sick before I started diving," Ms. Morrison said, though she tried hard to avoid disappointment in her best event, the one-meter.

Saturday saw coach Sue Tendy's ace diver revived, and she easily qualified and grabbed seventh in the finals of the three-meter diving. The fine finish earned another seven points for Wellesley and put them 20th out of 64 teams at the end.

Denise Harrison '78 produced her second best time, a 4:53.8, in the 400-yard freestyle, Wellesley's other individual event.

Wellesley's three relay teams posted their best times ever at the Easterns but did not qualify for the finals in any of them.

Dawn Enoch, Denise Harrison, Alice Carpenter and Ann Ludlow, all freshmen in the breaststroke, backstroke, butterfly and freestyle, respectively, blitzed through the 400-yard medley in record time. Kim Cole took over for Ms. Enoch and the foursome again blitzed through the 400-yard freestyle faster than ever. Finally, in the 200-yard medley relay, the Mss. Cole, Enoch, Carpenter and Harrison bettered their own record time by three seconds.

The meet featured a national record in the 200-yard freestyle, the first national mark ever set by a collegiate team.

The meet was held at the University of Pennsylvania in Philadelphia, and while a few of Wellesley's six swimmers stayed at a friend's house, the rest stayed with the Northeastern University contingent, which also helped out with transportation.

A highly successful season has ended for Sue Tendy's powerful swim team, including a 4-1 dual meet record. All that remains is the nationals for Wellesley's two best aquaticians, Kim Cole and Judy Morrison. (see related story, this page.)

Contributions to cover the travel expenses of Kim Cole and Judy Morrison at Nationals may be placed in cans at the Recreation Building and at El Table.

Judith Morrison '78

The season's over for Sue Tendy (left) and her fabulous swim team, which posted a 4-1 dual meet record and excelled in many larger meets, including the Easterns last weekend. Shown left to right, those seated include Down Enoch '78, Kim Cole '77, and Betsy Hunt '78; second row, Alice Carpenter '78, Pat Harney '76, Tricia Crane '76, and Sara Lichtenstein '75; last row Ann Ludlow '78, Carol Mirtl '77, Amy Toswell '76, Beverly Kehoe '77 and Ann Griep '78. Mss. Enoch, Cole, Ludlow and Carpenter swam at the prestigious Easterns, (see story, this page).

(photo by Betsy Monrad '76)

Hoopwomen bomb Jackson

The varsity basketball team bombed Jackson with their highest offensive output of the year last Wednesday to earn a solid 55-42 victory and give coach Mayrene Earle her first Wellesley basketball victory.

Jackson was never able to find a defense that contained the fired-up Wellesley team. The Big Blue outpassed zone and outran man-to-man defenses to rack up a 32-20 halftime lead, and never let up, outscoring the Tufts team 23-22 the rest of the way.

Every Wellesley player scored in a game that was not as easy as the score indicates. Jackson made many attempts to get back into the game with its physical style of play but was rewarded with 22 fouls and many missed shots.

Ms. Earle, obviously pleased, said she'd never seen all five players have a good night on the same night. Actually, there were nine who kept the Wellesley five going.

The game's highest offensive output came from Mary Young '76, who threw in 22 points, 14 of them in the first half. Kate Riepe '76 made 7 points, and 6 points each were contributed by Karen Bell, Nancy Andrews and Connie Holmberg, all freshmen. Helen Fremont '78, ace defensive guard who also runs the offense, scored 4 points and got valuable resting time when Sue Jackson '77 ably did the job. Two more Wellesley field goals came from Donna Divatic '77 and Betsy Brinkley '78.

The Wellesley jayvee team once again did Ms. Earle proud, though they lost. Getting whipped to the tune of 34-4 in the first half, they came back to score 19 points in the second half and hold Jackson below 60 for a 58-23 score, coming through with Ms. Earle's directives both offensively and defensively.

Amy Thurmond '78 led Wellesley with 8 points, followed by Betsy Holton '75 with 6 points. Marvelle Dixon '77 and Vicki Vidargas '77 scored 4 apiece and Robin Pano '78 added 1 point. Susan Jackson '78 and Allison Hamm '78 also contributed to the fine showing.

Kim, Judy off to Nationals!

Some handsomely-sized financial awards have put Kim Cole '77 and Judy Morrison '78 over the hump. They've decided to go to the AIAW National Swimming and Diving Championships next weekend at Arizona State University, Tempe, Arizona.

The Sports Association last Monday voted to allocate $100 to each swimmer, adding to the $100 each previously awarded by the physical education department, (see last week's story, this page). Judy Morrison obtained $125 from Students Aid and a $25 interest-free loan to leave her only $50 short of the $400 goal, which includes $320 air fare alone. Kim Cole won unprecedented approval from SOFC for an on-campus campaign, and has appealed to President Newell for funds from the President's Discretionary Fund.

Sports Association allocates For travel, warm-ups, defense

The Sports Association voted last Monday to allocate a total of $575 for a variety of purposes, including $200 toward sending Kim Cole '77 and Judy Morrison '78 to the Swimming and Diving National Championships next weekend, and $50 to subsidize the college's new self-defense course.

The allocation, which was made possible by the dissolution of the ski team and its $585 budget, also included the purchase of 15 warm-up suits at a cost of $270 without lettering. The warm-up suits can be used by the swimming, basketball, field hockey, lacrosse, tennis, squash, and crew teams. Lettering for the suits was also provided for at a cost of $15.

One set of foul-weather gear, including one top and one bottom, was also included, at a cost of $40.50.

Discussion had touched on uniforms to serve several sports, fencing knickers and crew shirts. Uniforms were deemed less important than warm-ups, while the latter two requests were withdrawn in favor of warm-up suits.

Three of the warm-up suits will be purchased out of an $80 uniform allotment presently in the budget.

The Sports Association met Monday to continue discussion of the results of the student questionnaire.

Sports Association Calendar

		Regularly Scheduled Hours
AQUATICS:	Practice	Mon, Tues, Thurs, Fri 3-4 p.m Sat 8 a.m. (ends 3/22)
BADMINTON	Rec Bldg	Tues 7:30-9 p.m. Thurs 7:30-9 p.m.
DANCE:	MHH Gym	Mon 6:30-8 p.m (other practices to be announced)
FENCING	Practice, MHH	Tues 4:5:30 p.m. Wed 7:8:30 p.m Fri 2:30-4 p.m
GYMNASTICS:	MHH Gym	Mon, Wed 4-6 p.m
SELF DEFENSE:	Rec Bldg Badminton Rm (tentative)	Mon, Wed 4-5:30 p.m. 7-8:30 p.m
VOLLEYBALL:	Badminton Rm Rec Bldg	Tuesday 4:30-6 p.m.

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